

Zubiashvili, I.K. *Analysis of the psychological peculiarities of senior pupils' monetary culture.* In the article, the results of empirical research of the psychological peculiarities of senior pupils' monetary culture are analyzed, different types of attitude to money, their dependence on administrative and territorial factor and factor of sex are considered; social and psychological role of money in the person's monetary culture becoming is emphasized. It is empirically determined that senior pupils' attitude to money is differentiated and achieved a certain level of the cognitive complicity in the everyday consciousness as well as characterized by high affective tenseness appearing in the predominance of the factor "Monetary anxiety" in the structure of attitude to money. It points out a spontaneity of the process of senior pupils' monetary culture formation that influences negatively on that process. For the purpose of analysis of system peculiarities of attitude to money influence on the monetary culture of senior pupils, the empirical research of peculiarities of their psychological and economic adaptability as an indicator of the monetary culture is conducted. Based on correlation between defined peculiarities of attitude to money and "profiles" of social adaptability the levels of senior pupils' monetary culture are determined: indifferent, creative, motivational. The research revealed advantages of the creative type of the monetary culture and necessity of its formation in young generation.

Keywords: culture, monetary culture, money, attitude to money, economic-psychological adaptation.

Відомості про автора

Зубіашвілі Ірина Костянтинівна, кандидат психологічних наук, старший науковий співробітник, старший науковий співробітник лабораторії організаційної та соціальної психології Інституту психології імені Г.С. Костюка НАПН України, м. Київ, Україна.

Zubiashvili, Iryna Kostiantynivna, PhD, senior researcher, Laboratory of organizational and social psychology, G.S. Kostiuk Institute of Psychology of the NAES of Ukraine, Kyiv, Ukraine.

E-mail: mrs_ira@i.ua

Отримано 1 грудня 2016 р.
Рецензовано 8 грудня 2016 р.
Прийнято 15 грудня 2016 р.

УДК 159.9:005.73:378–057.875

Ishchuk, O.V.

THE ORGANIZATIONAL CULTURE OF THE INSTITUTION OF HIGHER EDUCATION: PSYCHOLOGICAL RESEARCH

Ishchuk, O.V. *The Organizational Culture Of The Institution Of Higher Education: Psychological Research.* The article presents psychological study of the organizational culture of the institution of higher education. Analyzed the current state of Ukrainian universities, the relevance of fundamental research of organizational culture and phenomena that it produces. Indicated names of both – Western and Ukrainian researchers engaged or studying of organizational culture, theoretical and practical aspects. For the attention proposed study of the organizational culture of higher education institutions of various forms of ownership – public and private. The author of the article reveals the differences and similarities vision of students concerning the dominant type of organizational culture in their own universities and on key parameters for each type of culture. Reveals the essence of each type of the organizational culture and its main characteristics.

Keywords: organizational culture, the institution of higher education, clan type, market type, adhocracy type, hierarchical type, psychological characteristics.

Ищук О.В. *Организационная культура высшего учебного заведения: психологическое исследование.* В статье представлено психологическое исследование организационной культуры высшего учебного заведения. Проанализировано современное состояние высших учебных заведений Украины, актуальность фундаментальных исследований организационной культуры и феноменов,

которые она порождает. Представлены фамилии как западных, так и отечественных ученых, занимавшихся или занимающихся изучением организационной культуры, ее теоретических и практических аспектов. Вниманию читателя предложено исследование организационной культуры высших учебных заведений различных форм собственности – государственной и частной. Автор в статье раскрывает различия и сходства видения студентов относительно доминирующего типа организационной культуры в собственном вузе и относительно ключевых параметров каждого типа культуры. Раскрыта сущность каждого типа организационной культуры и ее основных характеристик.

Ключевые слова: организационная культура, высшее учебное заведение, клановый тип, рыночный тип, адхократический тип, иерархический тип, психологические характеристики.

The formulation of scientific problem. Today, Ukraine is in a difficult circumstances and it applies to all spheres of life. This article will be covered sphere of higher education in Ukraine and especially it dedicated research of the diagnose and assessment of the organizational culture of the institution of higher education. So, effectiveness and productiveness of modern institutions of higher education are depends by a lot of factors, among which the most important ones are the organizational and psychological factors, such as organizational culture, which affects on different phenomena.

Analysis of recent research and publications. The author analyzed a large array of professional scientific literature and identify scholars really studied phenomena of organizational culture like K. Cameron, S. Davis, M. Elwesson, G. Hofstede, K. Grey, L. Karamushka, D. Lane, S. Lipatov, H. Mintzberg, T. Morgan, L. Orban-Lembryk, W. Ouchi, A. Pettigrew, T. Peters, R. Quinn, G. Smith, I. Sniadanko, R. Waterman, P. Harris, V. Sathe, E. Shane, L. Smircich, R. Waterman etc.

The purpose of the article is to identify dominant type of organizational culture of the institution of higher education of public and private ownership.

The study was conducted in institutions of higher education of different ownership forms (private and public institutions) in different regions of Ukraine, the total sample of 619 students of junior and senior years. Students were age from 16 to 31 years old. The investigation was using the Organizational Culture Assessment Instrument (OCAI) by K.Cameron and R.Quinn [2]. The obtained data were analyzed using SPSS Statistics 17,0.

Well, before we describe our results, show the author's definition of organizational culture. So, we understand organizational culture as a dynamic construct that defines the mindset of staff, including a system of values, expectations, conceptual language, rituals, behavior patterns etc., taken on a subconscious level and sent to all members of the organization so as to help correct understand the internal environment [7].

So, completing a diagnostics of students' perception on the dominant type of organizational culture and having carried out some statistical and mathematical calculations, we have four quadrants – clan type, adhocracy type, market type, hierarchic (bureaucratic) type of organizational culture, each of which represents a clear set of indicators of organizational culture. As noted K. Cameron and R. Quinn [2, p. 66] "four groups of criteria defining core values that determine opinions about the organization."

Therefore, were calculated the total score responses of all respondents by type of organizational culture of institution of higher education.

Results revealed: in the opinion of students public ownership university in their educational institution is dominated clan culture – A (38.3%) and market culture – C (32.2%); whereas in private ownership universities is an exceptionally dominant clan culture – A (70.3%).

So, we see in public institutions of higher education in the opinion of students the dominant types of organizational culture were the clan (38.3 %) and market (32.2 %) types of organizational culture. The empirical data only illustrate the variety of distributions of benefits detected for each of four types of organizational culture.

That is to say about a certain contradiction in perceptions of students regarding the dominant type of culture, because the clan type aims at collegiality, perception of the university as a single integrated facility where university resembles a large family, and market type, however, professes

strict competition, requirements, the desire to win and be the first among the competitors is being brought up in the students and so on.

Table 1

The ratio between the dominant type organizational culture of university students of various ownership

Type OC	Universities		Total %
	Public institutions	Private institutions	
Clan (A)	38,3	70,3	51,1
Adhocracy (B)	5,1	4,5	4,8
Market (C)	32,2	14,2	25,0
Hierarchic (D)	24,4	11,0	19,1
Total %	100	100	100

Instead, the private institutions of higher education, for the personal opinion of the students who studying out there, have mainly clan culture (70.3%) which cultivates collegiality, a sense of "we", the perception of the university as an indivisible object, organization similar to a large family, encouragement to care for each other, teamwork and so on.

It was established that the conceptions of public institution among the students of junior and senior years of study differ significantly in terms of diagnostic types of organizational culture of institutions of higher education. Junior students give preference to the concept of clan-type culture (42.1%), then the opinions are divided between the market (28.7%), hierarchic (23.9%) and adhocracy (5.3%) types of culture. The views of senior students are distributed among the market (36.6%) and clan (33.5%) culture, hierarchic (25%) and adhocracy (4.9%) types. It means that students of public institutions have some problems with the definition of dominant type of culture both in the senior and the junior years. There is a tendency to change perceptions of dominant type of organizational culture in public universities with the growth of course.

Table 2

The ratio between the dominant type organizational culture and course of study of university students of various ownership

Universities	Type OC	The course	
		young	older
Public institutions	Clan (A)	42,1	33,5
	Adhocracy (B)	5,3	4,9
	Market (C)	28,7	36,6
	Hierarchic (D)	23,9	25
	Total %	100	100
Private institutions	Clan (A)	72,3	68,1
	Adhocracy (B)	3,8	5,2
	Market (C)	14,6	13,8
	Hierarchic (D)	9,2	12,9
	Total %	100	100

Investigation of the distribution according to the dominant type of organizational culture in line with the year at the university shows that the perception of junior students in the public institutions clearly focuses on the clan type of organizational culture (42.1%), and for the older ones this distribution is almost the same: 33.5% clan culture and 36.6% market culture (Table 2).

There is a tendency to change perceptions of the dominant organizational culture in public institutions in the course of study.

In the private institutions students both in junior and senior years recognize the benefits of the clan type of organizational culture, respectively 72.3% and 68.1%.

Therefore, the data shows that junior students favor perceptions of organizational culture as clan culture (42.1%), then there goes the market type (28.7%), the hierarchic type (23, 9%) and the type adhocracy (5.3%) of culture. But senior students are divided almost equally according to their views on the dominance of market (36.6%) and clan (33.5%) cultures, then hierarchic (25%) and adhocracy (4.9%) culture.

We can assume that these differences depend on the current process of internalization of the organizational culture by the students at various stages of training. In the first and second years these processes begin, but already in the upper division years (fourth, fifth) they are coming to an end. That is, perceptions regarding the type of culture appear to be clearer for undergraduate students than for junior ones [6]. Another hypothesis to explain the results obtained through the diagnosis of culture in public institutes are organizational culture attitudes. The authorities of the university do not pay enough attention to the phenomenon of culture, do not study in depth the problem of detecting and especially correcting organizational culture and perceive culture only as the phenomenon which can be stated, but cannot be interacted with. It is this passivity that can explain the attitude of students to the organizational culture of the public university [7].

In the private universities when dividing the respondents into junior and senior years it was found that students' preferences related to the types of organizational culture institution of higher education were distributed in the following way – clan (72.3% of junior students vs. 68.1% of senior year), market (14.6% vs. 13.8%), hierarchic (9.2% vs. 12.9%) and adhocracy (3.8% vs. 5.2%). Therefore, students of private universities unanimously accept the dominant type of culture.

In the result we can see the consensus of opinion of respondents of all years of education – from the first to the fifth. It appears that it can also be explained through the position in relation to the organizational culture of the university. One can be certain that the management of private universities sees culture as a phenomenon which can be actively interacted with, constructed, developed and, if necessary, modified.

For a more detailed analysis of the existing vision by students of the dominant type of organizational culture in their own higher education institution, consider each question individually.OCAI assessment tool allows to estimate six key parameters of organizational culture. These include: 1) the major differences; 2) overall management type; 3) HR management (human resources); 4) key ties (binding nature); 5) strategic objectives; 6) efficiency criteria [2, p. 106]. Singling out key parameters correspond to the numbers of question in diagnostic technique of organizational culture, which has been offered to students. We have summary data table (Table. 3) with results of diagnostic of key positions of organizational culture in public institutions.

Table 3

The ratio of key positions of organizational culture in public institutions

№	Type of organizational culture			
	Clan	Adhocracy	Market	Hierarchic
1	25,0	16,5	37,5	21,0
2	31,2	14,1	28,0	26,7
3	23,7	20,5	31,7	24,0
4	27,8	22,7	19,2	30,4
5	26,9	23,1	24,3	25,7
6	30,1	16,8	25,2	27,9

And the same we have summary data table (Table. 4) with results of psychological diagnostic of key positions of organizational culture in private institutions. We highlighted dominant positions in both tables.

The ratio of key positions of organizational culture in private institutions

№	Type of organizational culture			
	Clan	Adhocracy	Market	Hierarchic
1	45,2	14,0	27,5	13,3
2	43,1	13,9	18,3	24,7
3	34,9	22,2	20,1	22,8
4	40,0	22,2	16,6	21,2
5	36,6	22,4	20,9	20,1
6	38,5	18,6	20,6	22,3

And now want to clarify some key positions of different organizational culture. So, begin description of various type of organizational culture and add an explanation of the key positions of each type.

Firstly, would describe the clan culture in organization. Well, working environment in organization having this type is a sociable one. Staff or in our case students, lecturers have a lot in common, and it's like one big family. The executives are seen as mentors or maybe even as father figures.

People in such organization have a common task – to maintain existing traditions and rituals, and create new ones, because the organization is held together by commitment and tradition. There is great involvement. The organization emphasizes durable Human Resource development and connects fellow workers by morals [1]. Clan type organizations find the best result is the moral unification of the employees, a commitment by one principles, norms and values.

Success is identified within the framework of addressing the needs of the clients and caring for the people. The organization encourages teamwork, participation, and consensus. That is to say the organization encourages the support and mutual compromises.

Usually in the clan organizations prefer leader style like facilitator, mentor, team builder and people who used it become the leaders mostly.

So, the key ties in clan culture are commitment, communication, development etc.

Efficiency criteria or theory of effectiveness based by meaning human resource development and involvement are effective.

Strategic objectives considered as achieved if the empowerment is health, team building is increasing, employee participation in a high level, department of Human Resource is development and open communication between staff, clients and management [5].

Secondly, would describe the adhocracy culture in organizations. Working environment in such organizations is an energetic and creative. Creates conditions of creativity and innovation at workplace.

Staff in these organizations usually have a series of personal features, for example, employees take risks. Such behavior is encouraged and strongly supported by the leader.

Leaders are innovators and risk takers. If the leader does not have such qualities, he perceived formally and has no real influence on employees. Experiments and innovation are the bonding materials within the organization. Creativity and risk are emphasize and encouragement. The long-term goal is to grow and create new resources. The availability of new products or services is seen as an achievement. The organization encourages individual ingenuity and freedom.

The adhocracy organizational culture prefer leader style like innovator, entrepreneur and visionary.

Value Drivers or the key ties in such culture are innovative outputs, change, agility [5] etc.

Efficiency criteria or theory of effectiveness based by innovativeness, vision, and new resources are effective.

And the last key position of adhocracy organizational culture is the management theory: surprise and delight, creating new standards, anticipating needs, continuous improvement, finding creative solutions.

Next, thirdly, would describe the market culture. So, this is a results-based organization that highlights completing work and getting things done.

People are competitive and concentrated on goals. Staff in these organizations with this type of culture are rival, emulating, focused on the goal, purposeful and single-minded.

Leaders are hard drivers, producers, and competitors at the same time. They are tough and have high expectations. The importance of winning keeps the organization together. Reputation and success are the most important. Long-term focus is on rival activities and reaching goals. Market penetration and stock are the definitions of success. Competitive prices and market leadership are key [4]. The organizational style is based on competition.

Preference leader style as hard driver, rival, producer and so on.

The key ties in market culture are market share, goal achievement, profitability etc.

Theory of effectiveness based on such thought as aggressively competing and customer focus are effective [3].

Quality improvement strategy or strategic objectives: measuring client preferences, improving productivity, creating external partnerships, improving competitiveness, getting customers and suppliers to participate [5].

And the last one is the hierarchic organizational culture.

Would describe it like a formalized and structured work environment. Procedures decide what people do. Leaders are proud of their efficiency-based coordination. Keeping the organization functioning effortlessly is most crucial. Formal rules and policy keep the organization together. The lasting goals are stability and results, paired with the efficient and smooth execution of tasks. Trustful delivery, smooth planning, and low costs are the characterization of success. The personnel management has to guarantee work and values predictability.

Preference leader style in the dominance hierarchic organizational culture is coordinator, monitor and organizer.

The key ties or value drivers in hierarchic culture are efficiency, timeliness, consistency, and uniformity.

The main theory of effectiveness consists of the following idea – control and efficiency with capable processes are effective [5].

And the strategic objectives: error detection, measurement, process control, systematic problem solving, quality tools etc.

Conclusions and prospects for further research.

Empirical research suggests that in public institutions of higher education the dominant types of organizational culture were the clan (38.3 %) and market (32.2 %) cultures. The private institutions of higher education had mainly clan culture (70.3 %). It was established that students of public institutions demonstrate inconsistent ideas of key arguments of organizational culture (the most important differences, the overall style of leadership, human resources, essential communications, strategic objectives operation and development, the criteria of successful performance). Students of private universities with respect to the key parameters of the organizational culture showed consistency in preferring one type of culture.

The inconsistency of students' ideas about the key elements of organizational culture has negative effects on students' understanding of their role in the development of universities and on students' organizational behaviors in general. The investigation findings can be helpful in counseling university heads and students as well as in training courses on matters of organizational culture.

Список використаних джерел

1. Black, R. J. Organizational Culture: Creating the Influence Needed for Strategic Success / Richard J. Black. – London : Universal-Publishers, 2003. – 108 с.
2. Cameron, K. S. Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework / Cameron, Kim S., Quinn, Robert E. – Reading, Mass. : Addison-Wesley Prentice Hall, 1999. – XVIII, 221 p.
3. McGuire, S. Entrepreneurial Organizational Culture: Construct Definition and Instrument Development and Validation : Ph.D. Dissertation / Stephen J. J. McGuire. – Washington : The George Washington University, 2003. – 608 p.
4. Marcella, Bremer. Organizational Culture Assessment Instrument (OCAI) explained [Електронний ресурс] / Bremer Marcella // Organizational Culture Assessment Instrument. – Режим доступу : <https://ocai.wordpress.com/2010/05/21/organizational-culture-assessment-instrument-ocai-explained/>
5. O'Donovan, G. The Corporate Culture Handbook: How to Plan, Implement and Measure a Successful Culture Change Programme / Gabrielle O'Donovan. – Dublin, Ireland : Liffey Press, 2006. – 376 p.
6. Schein, E. Organizational Culture and Leadership: A Dynamic View / Edgar Schein. – San-Francisco, CA : Jossey-Bass, 1992. – 418 p.
7. Карамушка Л. М. Психологія організаційної культури вищого навчального закладу (у контексті становлення професійної ідентичності студентів) : монографія / Л. М. Карамушка, О. В. Ішук. – К. – Запоріжжя : Кругозір, 2015. – 276 с.

Spysok vykorystanykh dzherel

1. Black, R. J. Organizational Culture: Creating the Influence Needed for Strategic Success / Richard J. Black. – London : Universal-Publishers, 2003. – 108 s.
2. Cameron, K. S. Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework / Cameron, Kim S., Quinn, Robert E. – Reading, Mass. : Addison-Wesley Prentice Hall, 1999. – XVIII, 221 p.
3. McGuire, S. Entrepreneurial Organizational Culture: Construct Definition and Instrument Development and Validation : Ph.D. Dissertation / Stephen J. J. McGuire. – Washington : The George Washington University, 2003. – 608 r.
4. Marcella, Bremer. Organizational Culture Assessment Instrument (OCAI) explained [Elektronnyy resurs] / Bremer Marcella // Organizational Culture Assessment Instrument. – Rezhym dostupu : <https://ocai.wordpress.com/2010/05/21/organizational-culture-assessment-instrument-ocai-explained/>
5. O'Donovan, G. The Corporate Culture Handbook: How to Plan, Implement and Measure a Successful Culture Change Programme / Gabrielle O'Donovan. – Dublin, Ireland : Liffey Press, 2006. – 376 p.
6. Schein, E. Organizational Culture and Leadership: A Dynamic View / Edgar Schein. – San-Francisco, CA : Jossey-Bass, 1992. – 418 p.
7. Karamushka L. M. Psykholohiya orhanizatsiynoyi kul'tury vyshchoho navchal'noho zakladu (u konteksti stanovlennya profesiynoyi identychnosti studentiv) : monohrafiya / L. M. Karamushka, O. V. Ishchuk. – K. – Zaporizhzhya : Kruhozir, 2015. – 276 s.

Ішук О. В. Організаційна культура вищого навчального закладу: психологічне дослідження. У статті представлено психологічне дослідження організаційної культури вищого навчального закладу. Проаналізовано сучасний стан розвитку українських вишів, актуальність ґрунтовних досліджень організаційної культури та феноменів, що вона породжує. Представлено прізвища як західних, так і вітчизняних науковців, що займалися чи займаються вивченням організаційної культури, її теоретичних та практичних аспектів. Запропоновано авторське визначення організаційної культури як динамічного конструкту, який визначає спосіб мислення персоналу, включає систему цінностей, очікувань, понятійних формулювань, ритуалів, патернів поведінки тощо, які приймаються на підсвідомому рівні та передаються всім членам організації як такі, що допомагають правильно розуміти навколишнє середовище. До уваги запропоновано дослідження організаційної культури вищих навчальних закладів різних форм власності – державної та приватної. Автор у статті розкриває відмінності та схожості бачення студентів щодо домінуючого типу організаційної культури у власних вишах та стосовно ключових параметрів кожного типу культури. Розкрито сутність кожного з чотирьох типів організаційної культури, а саме: адхократичного, ієрархічного, кланового та ринкового, та наведено характеристику цих типів. Тож ієрархічний тип організаційної культури характеризується класичними атрибутами бюрократії; ринковий тип організаційної культури – функціонуванням закладу з орієнтацією на зовнішнє оточення, а не на свої внутрішні справи; клановий тип характеризуються цінностями і цілями, які є загальноприйнятими; згуртованістю всіх, хто має стосунок до організації; відчуттям «Ми» як єдиного цілісного об'єкта; адхократична культура характеризується новаторським підходом та динамічним розвитком організації.

Ключові слова: організаційна культура, вищий навчальний заклад, клановий тип, ринковий тип, адхократичний тип, ієрархічний тип, психологічні характеристики.

Відомості про автора

Іщук Ольга Вікторівна, кандидат психологічних наук, доцент кафедри практичної психології Запорізького національного університету, м. Запоріжжя, Україна.

Ishchuk, Olga Viktorivna, candidate of psychological sciences, senior lecturer in applied psychology Zaporizhzhya National University, Zaporizhzhya, Ukraine.

E-mail: Olga.ischuk@gmail.com

Отримано 6 грудня 2016 р.
Рецензовано 12 грудня 2016 р.
Прийнято 15 грудня 2016 р.

УДК 316.647.5:005.32:373

Карамушка Л.М., Баранова В.А.

**ТИПИ ОРГАНІЗАЦІЙНОЇ КУЛЬТУРИ ПОЗАШКІЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ:
ЗВ'ЯЗОК З ЧИННИКАМИ МЕЗОРИВНЯ**

Карамушка Л.М., Баранова В.А. Типи організаційної культури позашкільних навчальних закладів: зв'язок з чинниками мезорівня. У статті представлено дані емпіричного дослідження, які розкривають статистично значущі зв'язки між типами організаційної культури позашкільних навчальних закладів і чинниками мезорівня, які стосуються характеристик позашкільних навчальних закладів: тип закладу; статус закладу; термін існування закладу. Суть виявленої закономірності проявляється в тому, що такі прогресивні типи організаційної культури, як культура «завдань» та культура «особистості» (в «реальних» формах), більше представлені в таких типах позашкільних навчальних закладів, які: функціонують як самостійні заклади (а не діють на базі інших установ); мають більш високий статус; мають менший термін існування. Водночас, в таких типах позашкільних навчальних закладах менше представлені консервативні типи культури, такі як культура «влади» та культура «ролі» (в «реальній» формі).

Ключові слова: позашкільні навчальні заклади; чинники мезорівня; тип закладу; статус закладу; термін існування закладу; організаційна культура; типи організаційної культури.

Карамушка Л.М., Баранова В.А. Типы организационной культуры внешкольных учебных заведений: связь с факторами мезоуровня. В статье представлены данные эмпирического исследования, раскрывающие статистически значимые связи между типами организационной культуры внешкольных учебных заведений и факторами мезоуровня, которые касаются характеристик внешкольных учебных заведений: тип заведения; статус заведения; срок существования заведения. Суть обнаруженной закономерности проявляется в том, что такие прогрессивные типы организационной культуры, как культура «задач» и культура «личности» (в «реальных» формах), больше представлены в таких типах внешкольных учебных заведений, которые: функционируют как самостоятельные учреждения (а не действуют на базе других учреждений); имеют более высокий статус; имеют меньший срок существования. В то же время, в таких типах внешкольных учебных заведениях меньше представлены консервативные типы культуры, такие как культура «власти» и культура «роли» (в «реальной» форме).

Ключевые слова: внешкольные учебные заведения; факторы мезоуровня; тип учреждения; статус заведения; срок существования заведения; организационная культура; типы организационной культуры.

Постановка проблеми. Сучасні тенденції євроінтеграції та децентралізації в освіті Україні дають навчальним закладам усіх типів і форм певну свободу розвиватися за власними законами і принципами. Відповідно до цих законів і принципів складатиметься, формуватиметься й організаційна культура освітніх установ і закладів. Кожен навчальний